

SPECIAL NEEDS REGIONAL CENTER
AT MIDDLESEX COUNTY COLLEGE
FOR COLLEGE STUDENTS WITH LEARNING
DISABILITIES

ASSESSMENT REPORT

CONFIDENTIAL

NAME:	R. Joel Petrocy
ADDRESS:	24 Orchard Street Carteret, New Jersey 07008
TELEPHONE:	908-305-3450
DATE OF BIRTH:	12/17/51
DATE OF TESTING:	10/17/05; 10/24/05
EXAMINER:	Carol Rohman, Ed.D., School Psychologist
DIAGNOSIS:	Specific Learning Disability

REASON FOR REFERRAL:

R. Joel was evaluated at Central Regional Connections at Middlesex County College to determine if he has a learning disability. Of concern is his difficulty reading and writing.

BACKGROUND INFORMATION:

R. Joel's educational history includes attending public schools in Carteret and graduating from Carteret High School in 1969. R. Joel entered Middlesex County College in 1972 as a non-matriculated student. During the 1970's, he took courses in College Algebra and Trigonometry and in Unified Calculus. He achieved an A in Data Processing, Circuits I, Introduction to Fortran, Skiing, Introduction to Computer Equipment, Introduction to COBOL and Advanced COBOL. He also took courses in Marketing, Circuits II, Job Control Language, and Electronics I. He returned to the college in the Spring 2004 semester and earned A's in Business Law, Business Organization and Management, and Risk and Financial Management.

R. Joel currently owns and operates a company focused upon lighting designs such as commercial signs for restaurants, hotels, retail stores, and shopping malls. He previously has invented solutions for problems in diverse industries.

He reports that his current physical health is very good. He indicates that he does not take any medications.

TESTS ADMINISTERED AND ASSESSMENT PROCEDURES**WECHSLER ADULT INTELLIGENCE SCALE-THIRD EDITION****WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT: SUBTESTS**

1,2,3,5,6,7,8,9,10,11, 13 and 16

WRITING SAMPLE**FUNCTIONAL ASSESSMENT:**

Student Interview

Testing Observations

Review of Educational Records

BEHAVIORAL OBSERVATIONS:

During the testing sessions, R. Joel worked diligently upon all tasks given to him. He worked slowly and carefully upon test questions in order to facilitate his comprehension.

During the interview, R. Joel said that his strengths include his creativity, his superior intellectual ability, high energy level, his physical fitness, and his ability to work hard. He reported that in high school he excelled in courses in mathematics, science, art and music.

R. Joel said that he is dyslexic in that he has difficulty reading words and writing even basic sentences with correct grammar, spelling, and punctuation. He explained that he also has difficulty recalling information presented orally to him such as telephone

numbers. He indicated that he had difficulty learning Spanish in high school and failed the introductory course several times. R. Joel reported that he has taken courses at many institutions of higher education including Stevens Institute, Rutgers University, and the University of Pennsylvania as a non-matriculated student.

He reported that his educational goal is to increase his skills in business organization and management. He is interested in improving his reading and writing skills.

DISCUSSION OF RESULTS:

R. Joel was administered the Wechsler Adult Intelligence Scale-Third Edition to assess his overall intellectual functioning. Average IQ and index scores range from 90 through 109. Specific cognitive abilities were assessed by subtests: each subtest has a mean score of 10 with a standard deviation of 3 and a range of scores from 1-19.

He was administered the Tests of Achievement from the Woodcock-Johnson III as measures of various aspects of his scholastic achievement. Specifically, his listening comprehension; word identification, reading speed and comprehension skills in reading; math achievement in the areas of problem solving, number facility, automaticity, and reasoning; and a comprehensive measure of written language achievement including spelling, fluency of production, and quality of expression were assessed. Average functioning levels are considered to range from the 25th to the 75th percentile. Like percentile ranks, standard scores relate one person's performance to the performance of a pertinent reference group. A range of 90 to 109 is considered an average level of functioning according to standard scores. However, 68 percent or about two-thirds of all adults will earn standard scores between 85 and 115.

COGNITIVE ABILITY

WECHSLER ADULT INTELLIGENCE SCALE-THIRD EDITION

VERBAL TESTS SCALED SCORES PERFORMANCE TESTS SCALED SCORES

Vocabulary	10	Picture Completion	13
Similarities	14	Digit Symbol- Coding	13
Arithmetic	9	Block Design	18
Digit Span	7	Matrix Reasoning	16
Information	11	Picture Arrangement	12
Comprehension	16	(Symbol Search)	(10)
Letter-Number Sequencing	(7)		

Mean of Scaled Scores = 10

Range of Scaled Scores = 1-19

Standard Deviation=3

WECHSLER ADULT INTELLIGENCE SCALE-THIRD EDITION

INDICES	STANDARD SCORES	PERCENTILES	RANGE
Verbal Comprehension	109	73	Average
Perceptual Organization	138	99	Very Superior
Working Memory	86	18	Low Average
Processing Speed	108	70	Average

WECHSLER ADULT INTELLIGENCE SCALE-THIRD EDITION

VERBAL IQ	106	66	Average
PERFORMANCE IQ	132	98	Very Superior
FULL IQ	118	88	High Average

Standard score of 130-155 = Very Superior Range of Intellectual Ability
 Standard score of 120-129 = Superior Range of Intellectual Ability
 Standard score of 110-119 = High Average Range of Intellectual Ability
 Standard score of 90-109 = Average Range of Intellectual Ability
 Standard score of 80-89 = Low Average Range of Intellectual Ability
 Standard score of 70-79 = Borderline Range of Intellectual Ability

R. Joel achieves a Full IQ of 118 on the Wechsler Adult Intelligence Scale-Third Edition, which places his overall level of intellectual ability within the high average-to-superior range, at the 88th percentile. Chances are 95 out of 100 that his true IQ is within the range of scores between 114 and 122. His Performance IQ of 132 is within the very superior range of cognitive ability, at the 98th percentile. His Verbal IQ of 106 is within the average range of intelligence, at the 66th percentile. The twenty-six point discrepancy between his Performance IQ of 132 and his Verbal IQ of 106 is significant at the five percent level of significance. Therefore, it is expected that R. Joel's achievement will be greater on tasks requiring his very superior visual perceptual skills than his performance on tasks in which he uses his average verbal abilities or low average working memory skills. Results seem valid as indicative of his current levels of cognitive functioning.

He is functioning within the very superior range of intelligence, at the 99th percentile, on the index that measures visual perceptual organization as evidenced by his standard score of 138. His outstanding strengths in which he is performing within the very superior range are analyzing and synthesizing abstract visual patterns and in forming comparisons, reasoning by analogy, and organizing spatial perceptions into systematically related wholes, which are measures of nonverbal abstract reasoning. He demonstrates above average skills in visual alertness to details within the environment.

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He is performing within the average-to-high average range on the index that measures processing speed as indicated by his standard score of 108, which is at the 70th percentile. One component of processing speed is visual-motor coordination.

His performance on the index of verbal comprehension is within the average-to-high average range, at the 73rd percentile, as shown by his standard score of 109. His outstanding strength is his superior ability to think abstractly and to form verbal concepts. He demonstrates average ability in retention of general information from the environment and in the verbal expression of the meaning of words.

He is performing within the low average range, at the 18th percentile, on the index that measures working memory as shown by his standard score of 86. He is functioning within the average range in numerical reasoning, which requires in part concentration and the ability to perform calculations mentally without benefit of a calculator or paper-and-pencil. He demonstrates low average skills in immediate recall of information presented verbally to him. He also is performing within the low average range in his ability to order sequentially a series of numbers and letters presented verbally to him in a specified random order, which requires him to store information in short-term memory, reformulate it, and recall it verbally.

R. Joel demonstrates very superior ability in verbal comprehension of social situations and in practical judgment in social situations. He is functioning within the average-to-high average range in perceptiveness and planning ability in social situations, which requires in part visual sequencing skills.

ACHIEVEMENT**WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT (Age-based norms: 53)**

CLUSTERS	STANDARD SCORES	PERCENTILES	RANGE
BROAD READING	89	23	Low Average
BROAD MATH	103	57	Average
BROAD WRITTEN LANG	93	32	Average
BASIC READING SKILLS	85	15	Low Average
MATH CALC SKILLS	104	61	Average
BASIC WRITING SKILLS	78	7	Low
WRITTEN EXPRESSION	102	55	Average
ACADEMIC FLUENCY	89	24	Low Average

TESTS

Letter-Word Identification	86	18	Low Average
Reading Fluency	85	16	Low Average
Story Recall	78	7	Low
Calculation	106	65	Average

WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT (Age-based norms: 53)
TESTS STANDARD SCORES PERCENTILES RANGE

Math Fluency	100	51	Average
Spelling	81	10	Low Average
Writing Fluency	100	51	Average
Passage Comprehension	103	58	Average
Applied Problems	100	50	Average
Writing Samples	105	62	Average
Word Attack	82	12	Low Average
Editing	75	5	Low

Broad Reading includes word identification skills, fluency or the ability to quickly read sentences and decide if the statements are true, and comprehension of short passages. His developmental level on Broad Reading is within the low average range of scores obtained by others at his age level, as shown by his percentile rank (23) and standard score (89). His ability to decode and identify words (standard score of 86 on the Letter-Word Identification Test, which is at the 18th percentile in comparison to age-level peers) is within the low average range. The speed and efficiency with which he reads is within the low average range as shown by his standard score of 85 (16th percentile in comparison to his age-level peers). In contrast, his comprehension of passages that he reads using syntactic and semantic cues is within the average range as indicated by his standard score of 103 on the Passage Comprehension Test, which is at the 58th percentile.

R. Joel's Basic Reading Skills are within the low average range of achievement in comparison to others his age as indicated by his standard score of 85, which is at the 15th percentile. His weak word attack skills and decoding skills impact negatively upon the speed and accuracy with which he reads.

Broad Mathematics includes calculation or the ability to perform mathematical computations, fluency or the ability to solve simple addition, subtraction, and multiplication facts quickly; and the ability to analyze and solve math problems. His developmental level on Broad Mathematics is within the average range of scores obtained by others at his age level, as shown by his percentile rank (57) and his standard score (103). His performance on the Math Fluency test as measured by the rate at which he correctly calculates addition, subtraction, and multiplication problems is within the average range, at the 51st percentile in comparison to same-age peers (standard score of 100). His ability to solve applied problems also is within the average range, at the 50th percentile in comparison to his age-level peers (standard score of 100). In addition, R. Joel's performance on the Calculation Test reveals that he is achieving within the average range on tasks requiring knowledge about how to perform mathematical computations when there are no time limits as shown by his standard score of 106, which is at the 65th percentile. He performed correctly calculations involving the addition, subtraction, multiplication and division of whole numbers and mixed numbers. He did not calculate correctly problems involving multiplication of decimals and integers and division of

fractions. He did not solve any of the eleven problems involving algebra and trigonometry.

Oral Language includes listening skills, oral comprehension, meaningful memory, memory span, and working memory. Oral Language is measured by R. Joel's performance on the Story Recall Test, which required him to remember details of a story that had been presented verbally to him without visual cues. R. Joel achieves within the low range in Oral Language as indicated by his standard score of 78 on the Story Recall Test, which is at the 7th percentile in comparison to age-level peers.

Broad written language includes spelling, the quality of written expression, and fluency, which measures his skill in formulating and writing simple sentences quickly. His developmental level on Broad Written Language is within the average range of scores obtained by others at his age level, as shown by his standard score of 93 and his percentile rank of 32. The fluency or rate of production of his written language is within the average range of achievement as indicated by his standard score of 100, which is at the 51st percentile. The quality of his written expression is within the average range as shown by his standard score of 105 (62nd percentile) on the Writing Samples Test. His low average achievement in spelling is shown by his standard score of 81, which is at the 10th percentile in comparison to others his age on the Spelling Test.

Basic Writing Skills include his spelling skills and his ability to edit written language based upon his knowledge of grammar, syntax, punctuation, and capitalization. He is functioning within the low range of achievement in comparison to others his age as demonstrated by his standard score of 78, which is at the 7th percentile.

R. Joel is functioning within the low average range of achievement in Academic Fluency, which measures his speed and accuracy with academic tasks; he achieves a standard score of 89, which is at the 24th percentile. His average achievement in mathematics fluency is shown by his standard score of 100, which is at the 51st percentile in comparison to peers his age. His writing fluency also is within the average range of achievement when compared with age-level peers with a standard score of 100, which is at the 51st percentile. An area of weakness is his reading fluency, which is within the low average range of achievement in comparison to others his age level as shown by his standard score of 85, which is at the 16th percentile.

His writing sample consisted of one paragraph containing ten sentences and one sentence fragment that he wrote in a fifteen-minute time period. R. Joel had good ideas with many details elaborated and extended, but he did not demonstrate strong organizational skills in that he did not separate his various ideas into more than one paragraph. The sentence structures were varied. His vocabulary was specific. His essay had many misspellings and errors in capitalization and punctuation that interfered with his ability to communicate meaning to the reader.

SUMMARY:

R. Joel is found to have overall intellectual ability within the high average range, at the 88th percentile, on the Wechsler Adult Intelligence Scale-Third Edition. He is performing within the very superior range in visual perceptual organization with very

superior skills in the analysis and synthesis of abstract visual data and nonverbal reasoning by analogy and above average skills in visual alertness to details within his environment. He demonstrates average skills in processing speed involving visual-motor coordination. He is functioning within the average range on the index of verbal comprehension with superior skills in abstract thinking or verbal concept formation and average skills in the ability to define the meaning of words and retention of general information from the environment. He is performing within the low average range on measures of attention to and recall of verbally presented information and of working memory. He demonstrates average skills in perceptiveness and planning ability in social situations, which require visual sequencing skills, and very superior skills in the verbal comprehension of social situations and in practical judgment in social situations.

In comparison to others at his age level, he is functioning within the average range of achievement in broad mathematics and broad written language on the Woodcock-Johnson III Tests of Achievement. He is performing within the low average range of achievement in broad reading, basic reading skills, and academic fluency. He demonstrates achievement within the low range in comparison to others his age in basic writing skills that include spelling and knowledge of syntax, grammar, capitalization, punctuation, and word usage as well as in oral language, which includes listening skills, oral comprehension, meaningful memory, and memory span.

Broad mathematics, which is a comprehensive measure of mathematics achievement including problem solving, number facility, automaticity, and reasoning, is within the average range of achievement in comparison to age-level peers. The fluency or the speed and efficiency with which he solves mathematics facts, his calculation skills, and his ability to solve applied mathematical problems are within the average range of achievement.

He is performing within the low average range of achievement in comparison to others his age in broad reading. His strength is his ability to comprehend short passages by using context cues. In contrast, he is functioning within the low average range in decoding words and in the speed and efficiency with which he reads.

He is performing within the average range of achievement in comparison to others at his age level in broad written language, which is a comprehensive measure of written language achievement including spelling, fluency of production, and quality of expression. He demonstrates average achievement in comparison to age-level peers in the quality of his written expression and in the speed and efficiency with which he writes. He is functioning within the low range of achievement in comparison to others his age in spelling and editing, which comprise his basic writing skills.

The results of R. Joel's evaluation, including test observations and both standardized and informal testing, indicate a specific learning disability. He demonstrates a significant aptitude/achievement discrepancy between his high average overall intellectual ability on the Wechsler Adult Intelligence Scale-Third Edition and his achievement within the low average range in broad reading and basic reading skills and his achievement within the low range in basic writing skills and in oral language, which requires comprehension and memory for verbally presented passages, as measured by his performance on the

Woodcock-Johnson III Tests of Achievement. Areas of significant weakness include his low range of achievement in comparison to age-level peers in decoding and word attack skills in reading, oral comprehension and meaningful memory of verbally presented information, and his basic writing skills involving spelling and knowledge of syntax, word usage, capitalization, and punctuation. His learning disability in the areas of oral and written language and reading does not appear to be secondary to subnormal intelligence, sensory impairments, primary emotional problems, or educational deprivation. His learning disability will require reasonable academic adjustments if R. Joel is to have equal access as guaranteed him under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

RECOMMENDATIONS:

R. Joel should contact Elaine Weir-Daidone, counselor for students with disabilities, in the counseling center at Middlesex County College to receive accommodations such as the ones listed below:

Extended time for testing (one-and-one-half time) in an adapted testing center with test questions rephrased and clarified as needed by the proctor due to his weaknesses in reading fluency, oral language and written language. Provisions for a word processor with spell check and grammar check, a proofreader, and a scribe for his oral dictation of essay questions due to his learning disability in written language.

The provision of class notes by his professors due to his skills within the low range of achievement in oral language involving the meaningful recall of verbally presented information.

Books on Tape from the Recordings for the Blind and Dyslexic and the use of technological aids such as the Kursweil Reader in an Adapted Technology Center due to his weakness in basic reading skills involving reading words and reading efficiently.

Use of a poor spellers' dictionary and a pocket-sized electronic spelling checker, use of word prediction software, use of voice-activated word-processing programs or voice recognition software in which he speaks into a microphone and the text is then translated into a word-processing format on the computer.

Due to R. Joel's skills within the low range of achievement in oral language, foreign language course accommodations such as:

- Modifications in grading or exemptions from the oral components of tests
- Extended time to formulate replies on oral exams
- Permission to write dictated questions before composing responses
- Dictation sections repeated by professor
- Provision of dictation sections of tests on tape

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Tutoring to teach R. Joel strategies to compensate for his difficulties in mastering languages such as:

- Books on Tape

- Use of mnemonics or flash cards to assist in the memorization of vocabulary words

- Vocabulary lists with frequently used words

- Use of multi-sensory methods to practice language including visual as well as auditory cues

Tutoring and enrollment in remedial reading and writing courses to develop strategies to compensate for his weaknesses in basic writing skills and basic reading skills in which common spelling rules and how to segment spoken words into phonemes, how to match up graphemes with phonemes, and how to spell common English spelling patterns using a highly structured program based upon spelling rules and structural analysis such as Spelling Through Morphographs or WORDS are taught. Use of a systematic reading decoding program such as the Wilson Reading System to increase his structural analysis skills.

Carol Rohman, Ed.D.

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School Psychologist